



BATESBURG-LEESVILLE MIDDLE

425 Shealy Road

Batesburg-Leesville, South

Grades	6-8 Middle School	
Enrollment	441 Students	
Principal	Mrs. Angela Rye	803-532-3831
Superintendent	Dr. J. Chester Floyd	803-532-4423
Board Chair	Ralph Kennedy, Jr.	803-532-4100

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Average
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

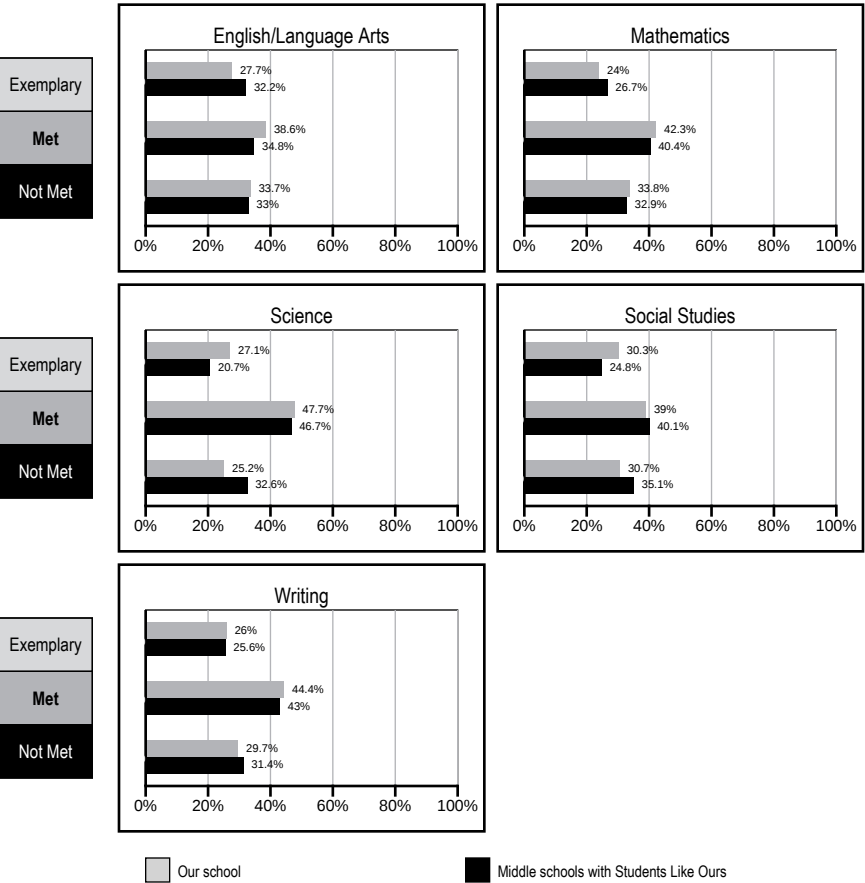
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	43	3	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.1%	96.3%
English 1	95.5%	97.2%
Physical Science	N/A	72.0%
US History and the Constitution	N/A	N/A
All Subjects	96.9%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=441)				
Students enrolled in high school credit courses (grades 7 & 8)	54.1%	Up from 38.9%	24.8%	24.2%
Retention rate	2.1%	Down from 2.5%	0.7%	0.7%
Attendance rate	99.9%	Up from 95.3%	95.6%	95.9%
Eligible for gifted and talented	14.3%	Down from 17.4%	16.7%	16.4%
With disabilities other than speech	11.9%	Up from 11.0%	13.1%	12.0%
Older than usual for grade	3.9%	Up from 2.4%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 1.3%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	63.6%	Up from 60.5%	53.3%	58.5%
Continuing contract teachers	84.8%	Up from 63.2%	81.0%	80.0%
Teachers with emergency or provisional certificates	6.3%	Up from 5.3%	4.3%	4.0%
Teachers returning from previous year	88.4%	Down from 92.1%	84.3%	84.6%
Teacher attendance rate	95.1%	Down from 95.2%	95.2%	95.4%
Average teacher salary*	\$45,164	Down 3.2%	\$45,301	\$46,561
Professional development days/teacher	7.1 days	Down from 9.2 days	10.8 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 17.4 to 1	21.4 to 1	21.1 to 1
Prime instructional time	94.2%	Up from 89.7%	89.6%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.6%	Up from 89.1%	98.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,786	Up 4.5%	\$7,733	\$7,802
Percent of expenditures for instruction**	64.2%	Up from 63.4%	62.9%	63.8%
Percent of expenditures for teacher salaries**	61.0%	Up from 59.2%	60.0%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We are proud of the accomplishments and hard work of the students and staff at Batesburg-Leesville Middle School. The 2009-10 school year provided opportunities for students and staff to learn and grow in academics, arts, and athletics.

Teachers continue to use instructional planning to work collaboratively on curriculum planning, common assessments, and instructional strategies. Teachers in language arts and mathematics utilized Measures of Academic Progress (MAP) data to plan and provide appropriate assistance to students. Our school implemented Panther Period on Wednesdays which was used to provide academic acceleration and assistance to all students. Students also had opportunities to participate in a variety of club activities during the Panther Period time.

Our teachers continue to be trained and provided opportunities to effectively integrate technology into the classroom. Through the utilization of technical assistance grant funding, BLMS has provided interactive white boards in all instructional classrooms. Additionally, teachers have been trained in SCETV online resources, Intel Thinking Tools, and SMART notebook.

The BLMS PTO and SIC have been integral in providing opportunities for parental involvement through a variety of activities including Family Night, fundraisers, student dances, teacher and student recognition activities, etc. Additionally, our faculty implemented year two of Positive Behavioral Interventions and Supports (PBIS). Rewards and incentives were provided to students who demonstrated the school-wide expectations for learning. Utilizing academic and discipline data, the PBIS team also worked to identify and provide extra assistance and support for students as needed.

The staff of Batesburg-Leesville Middle School is grateful for the opportunity to work with supportive and committed parents, school board members, and community members. We look forward to continued growth and success in the 2010-11 school year!

Angie Rye, Principal
Jennifer McInnis, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	144	82
Percent satisfied with learning environment	93.1%	73.9%	79.0%
Percent satisfied with social and physical environment	96.6%	84.5%	74.4%
Percent satisfied with school-home relations	65.5%	82.4%	73.4%

* Only students at the highest middle school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	436	99.8	35.4	38.3	26.2	75.2	78.6	83.5	Yes	Yes
Gender										
Male	214	100	39.4	34	26.6	70.9	73.4	80.1	N/A	N/A
Female	222	99.6	31.6	42.6	25.8	79.4	83.6	87	N/A	N/A
Racial/Ethnic Group										
White	211	99.5	19.4	44.8	35.8	87.6	89	89.6	Yes	Yes
African American	205	100	51.6	31.3	17.2	63	67.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	16	100	53.3	33.3	13.3	60	75.6	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	51	100	78.4	15.7	5.9	27.5	45.6	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	53.8	38.5	7.7	61.5	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	302	99.7	44.7	36.2	19.1	68.1	71.8	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	436	99.8	36.7	43.8	19.5	76.9	76	80.4	Yes	Yes
Gender										
Male	214	99.5	41.6	40.1	18.3	74.8	72.6	78.4	N/A	N/A
Female	222	100	32.1	47.4	20.6	78.9	79.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	211	100	23.4	49.8	26.9	87.1	87.5	87.8	Yes	Yes
African American	205	99.5	49.2	38.7	12	65.4	63	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	16	100	53.3	33.3	13.3	80	82.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	51	98	N/A	N/A	N/A	42	38.7	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	61.5	23.1	15.4	76.9	80.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	302	99.7	45.6	40.9	13.5	69.4	68.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	286	99.7	24.8	47.7	27.4	75.2	62.3	67.3
Gender								
Male	134	99.3	27.2	44	28.8	72.8	58.1	66.9
Female	152	100	22.7	51.1	26.2	77.3	66.1	67.7
Racial/Ethnic Group								
White	143	100	15.6	45.2	39.3	84.4	78.7	79.6
African American	130	99.2	34.5	49.6	16	65.5	47.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	53.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	31	96.8	63.3	26.7	10	36.7	23.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	53.1	58.6
Socio-Economic Status								
Subsidized meals	197	99.5	31.7	48.9	19.4	68.3	52.7	55.4

Social Studies

All Students	280	99.6	30.4	39.2	30.4	69.6	63	70.9
Gender								
Male	150	99.3	32.6	38.3	29.1	67.4	61.7	70.1
Female	130	100	27.9	40.2	32	72.1	64.4	71.7
Racial/Ethnic Group								
White	134	100	23	34.1	42.9	77	76.3	79.2
African American	133	99.3	37.9	42.7	19.4	62.1	48.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	11	100	27.3	54.5	18.2	72.7	64.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	30	96.7	79.3	17.2	3.4	20.7	22.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	58.6	68
Socio-Economic Status								
Subsidized meals	196	99.5	37.4	40.1	22.5	62.6	51.7	60.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	431	100	29.7	44.4	26	70.3	63.3	72.1	99.9	99.9
Gender										
Male	211	100	38.8	40.3	20.9	61.2	53.6	65.2	99.9	99.9
Female	220	100	20.8	48.3	30.9	79.2	72.5	79.2	99.9	99.9
Racial/Ethnic Group										
White	208	100	17.4	47.8	34.8	82.6	79.4	80.8	99.9	99.9
African American	203	100	41	42.6	16.5	59	48.3	59.7	99.9	99.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	99.9
Hispanic	16	100	53.3	26.7	20	46.7	46.7	64.6	99.9	99.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	99.9
Disability Status										
Disabled	48	100	N/AV	N/AV	N/AV	30.4	20.3	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	61.5	23.1	15.4	38.5	41.3	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	298	100	38.1	44.2	17.6	61.9	52.5	61.9	99.9	99.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	100	37.2	39.8	23	62.8
	7	160	99.4	37.1	39.1	23.8	62.9
	8	160	100	50.3	29.4	20.3	49.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	34.8	46.4	18.8	65.2
	7	130	99.2	30.3	36.1	33.6	69.7
	8	160	100	40	32.9	27.1	60
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	100	37.2	45.1	17.7	62.8
	7	160	99.4	41.7	41.7	16.6	58.3
	8	160	100	44.4	37.3	18.3	55.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	37.7	44.2	18.1	62.3
	7	130	100	39.5	37.8	22.7	60.5
	8	160	99.4	33.8	48.1	18.2	66.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	60	96.7	44.6	48.2	7.1	55.4
	7	160	98.8	32	48.7	19.3	68
	8	79	100	34.6	37.2	28.2	65.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	73	100	41.2	51.5	7.4	58.8
	7	130	100	26.1	52.9	21	73.9
	8	83	98.8	8.9	36.7	54.4	91.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	58	98.3	11.1	59.3	29.6	88.9
	7	160	98.8	37.3	36	26.7	62.7
	8	81	100	26.7	46.7	26.7	73.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	73	100	21.4	45.7	32.9	78.6
	7	130	100	36.1	36.1	27.7	63.9
	8	77	98.7	29.7	37.8	32.4	70.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	116	99.1	31.3	40.2	28.6	68.8
	7	162	99.4	31.4	45.1	23.5	68.6
	8	163	98.8	44.9	31.4	23.7	55.1
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	145	100	36.2	43.5	20.3	63.8
	7	130	100	24.4	42.9	32.8	75.6
	8	156	100	27.8	46.4	25.8	72.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample